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Wanless Workshop Offers Insight On Classroom Science Problems

Visual Approach Is Basic Method

BY BARBARA GATES

Kenneth Wanless, director of the summer session workshop on elementary science is offering his class an insight into the visual approach to the everyday classroom problems with which they are constantly confronted.

The two-week workshop, which opened July 15, has been sub-divided into three departments of science: Astronomical, Geographical, and Biological, both chemical and physical. Mr. Wanless hopes to integrate an opportunity to "do" with explanations of "how to do."

Class hours are every day from 1 to 4 p.m. The first hour is spent in a formal lecture, the second hour in the making of terrariums, aquariums, star charts, moon and star boxes, and other projects found valuable as teaching aids in the elementary classroom. During this hour the students bombard Mr. Wanless with questions and interested persons would never find the door locked, he assures us. The last hour each afternoon is dedicated to general classroom discussion and reports, so that the students are offered the rewards of each other's work.

About the room are exhibits including hand-made barometers, thermometers and weather vanes, as well as references and texts usable by both teachers and children in the classroom.

Mr. Wanless, who worked for four years in the elementary school systems of Detroit, then in the high schools of Detroit, is quite enthusiastic about the general interest and response which he finds in the class of 32 elementary school teachers and principals.

The workshop will end August 9.

Alma Trio Scores Triumph Here

One of the most delightful musical programs of the year was presented Thursday night, July 21, in Campbell hall auditorium by the Alma Trio of Occidental college, Los Angeles.

The trio, composed of Adolph Baller, pianist; Roman Tottenberg, violinist; and Gabor Rejto, cellist, was recalled several times by the audience after the conclusion of their program. and even then the listeners were loath to leave the auditorium.

Especially delightful was Brahms' Trio in C major and the final number, Schubert's trio in B flat major. The lilting, rhythmic Gypsy Rondo which was presented as an encore was also superb in execution and audience appeal.

Mr. Baller's virtuosity at the piano and Mr. Tottenberg's tonal clarity and quality on the violin matched the best. Gabor Rejto played the cello with a remarkable depth of feeling.

DR. HAMMOND HURT

Dr. Hammond of the OCE English department, injured a muscle or a tendon in her leg recently and may have to undergo surgery to repair the damage done.



KENNETH WANLESS
Heads Science Workshop

Graduates Win Good Positions

Several of OCE's 1949 June and August graduates have already found positions for the school year of 1949-50. In Salem will be Arlene Frogley, Robert Hammond, Gretchen Peoples, Boyd Hillesland, Lucille Kestek, Charleen Kirchem, Margaret Sweetland, and Leola Daniels.

In Eugene, we find Marie Dilley, Rosemarie Floyd, Leland Hufford, Harriet Jenkins, Margaret Anderson, Marcel Osborne, and Edna Swaim.

In Portland and Parkrose schools there are four OCE graduates holding positions. They are Barbara Brose, Shirley Dorner, Ivan McDowell and Donna Miller. At Parkrose are Evelyn Hilfiker, Lois Shrenk and Ray Smith.

Many graduates have taken positions in the immediate vicinity. Sam Ramey will be assistant coach in Independence. In Albany, Oregon College of Education will be represented by Ben Brandon, who will act as principal; Vivienne Bullock, also principal; and Lynn Fetter, Robert Shine, Rosemary Malo, and Marjorie Steinmetz. Jewelle Schmidt will teach in Dallas, and Rolly Hamer in Falls City.

Fifteen States Send Educators to OCE

Educators from 15 states and the territory of Alaska are studying at Oregon College of Education this summer. There are 38 from areas outside of Oregon included in the registration of 650.

Washington leads with 12 on the campus, Colorado and Montana are second with five each, and California, Minnesota and Kansas have two representatives each at OCE. Other states included in student roster are Arizona, Idaho, Iowa, Massachusetts, New Mexico, New York, North Carolina, Pennsylvania, Utah, and territory of Alaska.

Northwestern Oregon supplies the bulk of the student body with 544 registered. Eastern Oregon has 34 here, and Southern Oregon sent 31.

Nature Students Plan 'Institute'

Management of Northwest Resources will be the topic of group discussions planned during the last week of summer session by students in Professor Anton Postl's nature study classes.

Some members of the group have been attending the Institute on Northwest Resources now in session at OSC in Corvallis. Each student has been assigned a phase of the resource management problem such as soil, forestry, water, wildlife, or fisheries. Each will make an individual report which will serve as basis for discussion by the whole group.

Anyone on campus who wishes to "sit in" on these discussions should see Mr. Postl.

Forbes Tells of Europe's Woes

BY JACK HOLT

"Germany was a nice place to work—no juke boxes." This is the opinion of Dr. Lucius E. Forbes, associate professor of psychology, who gave a large summer session audience an entertaining and informative talk on his activities in Europe during 1946 and 1947. On leave from OCE, where he has been a faculty member since 1931, Dr. Forbes spent several years in the service as an army major.

Dr. Forbes' initial experience on landing at Bremerhaven was to find he was now on "double funny time" which is just twice the trouble of daylight saving time. (The less said about it the better.)

The major's first stop was in the city of Marburg, historic seat of the Lutheran Rebellion, where he was billeted in a boys' school. Here the three German maids of the building lined up and greeted the new arrivals with a version of the American song. "My Mamma and My Pappa Say 'No Can Do,'" "Snap! — No Ear"

Next stop was Wurtzburg which contained a large stockade with some 1500 American soldier-prisoners. It was here, Dr. Forbes related, that one tough American prisoner bit off the ear of another prisoner. It was such men that the major and others were trying to rehabilitate. At this time Major Forbes was one of five psychologists in the entire European theater of operations and as the rehabilitation center had two he was sent to Frankfurt.

A short stay there and then to Stuttgart. "the show place of Germany under Hitler." In Stuttgart he found the British officers regarded Americans as very poor historians which came as a shock to an American educator.

Lectures at Famed U.

Later while visiting Heidelberg, Doctor Forbes presented several lectures at the university there. During these lectures he found that German college students just don't ask questions and were quite reluctant to respond when he asked for questions. During the first of these lectures he spoke in English and had each sentence translated into German only to discover that the students could speak English.

In the closing sections of his talk Dr. Forbes expressed the opinion that the only way Europe can be (Continued on Page Two)

Grad Forum Agrees On Ways To Aid Ed.

Morrison Articles Spark Warm Discussion, Bring Many Constructive Ideas to Fore

BY HANK RUARK

Surprising unanimity of opinion on methods for increasing efficiency of elementary schools to meet the challenge of "Why College Freshmen Flunk" was shown at a panel discussion held Wednesday in Campbell hall auditorium. More than 150 attended.

The forum was one of a series sponsored by graduate students under the direction of Dr. William B. Ragan. Wednesday's discussion was based on a group of articles written for the Sunday "Oregonian" by Wilma Morrison, Oregonian school editor. Miss Morrison had been expected to attend the forum, but was prevented by an emergency appendectomy. She is now in Permanente hospital, Vancouver, recovering from surgery.

A provocative question from the

floor: "Can we deny our American child the challenge of the always-room-at-the-top philosophy," focussed the discussion sharply on the question of public school policy. Is the role of the school merely to prepare and select those who will continue academic study after high school? Or is there a wider responsibility—to educate all Americans for effective living?

The question came in the midst of warm discussion after analyses of the reflections from Miss Morrison's articles on various special fields of education. Each panel member spoke for five minutes, pointing out factors influencing the

"Education For All American Children" will be the topic of the third of the Grad Forums series sponsored by members of Dr. Ragan's course groups.

The discussion will be based on a film strip and special narration accompanying it.

Campbell hall auditorium will again be the place for the forum on Wednesday, July 27, at 4:30 p.m. All are invited to attend and to exchange points of view.

general question from his own field.

Taking part in the panel were Dr. Ragan, who summarized findings of the forum; Dr. H. Barry Rose, moderator; Dr. H. Kent Farley; Dr. Robert B. D. Baron, Dr. Victor Phelps, Professors Matthew Thompson and Emma Henkle, and Mr. William Wiest.

The panel was recorded by James Morris, KOAC's program director, for re-broadcast as part of a series based on the grad forums here at OCE.

Special Stories

General conclusions reached by the forum are more thoroughly covered in special stories on page three of this issue of the Summer Session Lamron. Reactions from those attending the forum and from others who have studied the Morrison articles will also be found on page three.

Note might be made also of another article by Miss Morrison entitled "Teachers at the Walling Wall," reprinted in the August Reader's Digest. This article was originally prepared for The School Bulletin. It is recommended reading for all teachers, even though many may disagree with some of the statements in the article. Remember the old saw: "Oh, wad some power the giftle gie us. To see ourselves as ithers see us!"

REGISTRAR ON VACATION

R. E. Lieuallen, OCE registrar, is enjoying a two-weeks vacation with his wife and family. They planned to journey to Mary's Peak for a short stay and then travel on to other spots of interest.

NORMAN HAS FLU

Dr. Norman, of the OCE social science department, was ill in bed part of last week with the flu.

Photo Contest Deadline Today

Summer Session Photo Sweepstakes deadline for competing prints is **TONIGHT (MONDAY)** at midnight.

News Bureau has already received several entries. First prize is Ten Dollars (about to come off the ice.) Second Prize is five more, and third prize carries the honor of publication in the final issue of Summer Session Lamron, off the presses on Monday, August 1.

Judges for the contest are Miss Mary Fullington, visiting lecturer in art; Harry Peters, ASB representative on campus for summer session; and Willis (Call Me Hypo) Keithley, photo editor of the Summer Session Lamron.

All prints must bear, on back, name of photographer, home address, Monmouth address, camera used, film and exposure data, and class entered.

Entries will be accepted in Science, Portrait, Animal, or Nature Study, Children, Architectural, and Campus Activities. Black and white will be judged separately from color entries. Any size print is permissible.

GET THOSE PRINTS IN BY TONIGHT! TEN BUCKS IS TEN BUCKS . . . !

Drivers Alerted On New Blinker

A new blinker light, a little more elaborate and intricate than the one at Main and East streets, has been placed at Main St and Monmouth avenue. The turn right at the intersection from Main to Monmouth avenue north and the reverse from Monmouth avenue is permitted without stopping but thru traffic west on Main as well as entering traffic east on Main or north on Monmouth avenue has to stop before proceeding. A green arrow indicates permitted continuous right turns from Main street north to Monmouth avenue.

THE SUMMER SESSION LAMRON

PUBLISHED BY THE ASSOCIATED STUDENTS OF
OREGON COLLEGE OF EDUCATION, MONMOUTH, OREGON

The Summer Session Lamron will present a guest Editorial in each issue. Sixth on our Guest Parade is by Roy E. Lieuallen, Registrar of Oregon College of Education.

WHO'S TO BLAME FOR COLLEGE FLUNKS?

Miss Wilma Morrison, staff writer of the Oregonian, recently wrote a stimulating series of articles on "College Flunk-Outs." Since her sources of information were college and university staffs, it is understandable that the articles glossed over the share of the blame that should be assumed by the higher institutions.

"Blame was laid on the high schools, on the trend in teacher training that places heavier emphasis on 'education method' at a loss of subject matter. More blame was laid at the door of parents. . . . It is significant that the President's Commission on Higher education reports, 'There is no place in higher education in the years ahead for the college teacher who smugly assumes he cannot improve his teaching'"

It is also significant, in view of the large freshman classes of 100 to 300 and more at our larger colleges and universities, that the President's Commission urges a faculty-student ratio of 1 to 20 for the freshman and sophomore years. The "professional educators," who were condemned by the "professors," will probably contend that the sudden transition to an impersonal "lecture type" classroom situation for high school graduates who have become accustomed to smaller classes in high school can logically account for some of the "flunk-outs." These same "professional educators" will undoubtedly deny that the high schools should increase the size of their classes to lessen the transition difficulties.

Quoting again from the above article, "The professors were agreed the freshman deficiency which has widest effect on every kind of college course is inability to read with comprehension." The "professors" were also agreed that too much "education method" in the teacher education program makes a major contribution to the deficiency. The "professors" failed to explain how an increased knowledge of history and literature and less emphasis on "how to teach" would enable teachers to do a better job of teaching children to read.

Three suggestions for improvement I should like to add to the recommendations of the "professors" are: (1) Adopt the recommendation of the President's Commission to unify the administration of education at all levels under a State Board of Education. If we are to get more than a "companionate re-marriage" between public schools and higher institutions we must have more than a coordinating committee. (2) Increase the educational requirements for teaching at the elementary school level to a point where they equal, if not exceed, the requirements for teaching at the high school level. If we really believe children are at their more formative stage in development, we should act accordingly. (3) Examine our program of education at the college and university level to see if we, too, can institute reforms that will help the high school graduate succeed in higher education.

It is entirely possible that some of the college freshmen "flunk-out" not because they fail, but because we fail them.

—R. E. LIEUALLEN

(The statements and viewpoints expressed in these columns are those of the writer whose signature is shown, and are not necessarily those of either the state board of Higher Education or of the administration of the Oregon College of Education. The writer in each case is perfectly free to declare his own viewpoint, subject only to space and accepted editorial limitations.)

REQUEST FROM THE MIZ

My husband's name is sure a whiz; And so is mine—because it's his. But, spell it simply; Start with Piz—Then add Z-U and a T-I. 'Tis Enough to make us really slizz, The awful spellings we've had riz To meet our gaze, I ask you, "Plizz (Don't blow your top and start to fizz) Just spell it right, my name and his. —Miz Pizzuti.

WHO'S CONFUSED?

Dr. Hocking bent down to hear the question of a four-year-old but she was hardly prepared when the little one queried: "Is today tomorrow, yesterday?" —Summer School Breezes

Five Bucks Second Prize—That'll buy a lot of film. Get in the Race, stay on the pace, don't sink without a trace. Submit your photos in the Summer Session Photo Sweepstakes.

Sports Review

(By W. B. Stanley)

Back in 1930, Larry Wolfe's Oregon Normal squad claimed the football title among the small colleges in this area because the Wolves won six out of seven games and scored 165 points to 19 for their opponents.

That year the Monmouth eleven defeated Bellingham Normal, Centralia Junior College, Humboldt State, Chico State, Columbia University (now Portland U.), and the Eastern Oregon Normal. The only loss was to Pacific University which in turn was whipped by Columbia.

Coach Bill McArthur's 1948 football season at OCE reached its high point when the underdog Wolves rose up on their haunches to bite Al Simpson's Southern Oregon Red Raiders from Ashland 13-6 in a very foggy homecoming battle in Monmouth.

The following Saturday the OCE Wolves pulverized the Eastern Oregon Mountaineers 40-14 at La-Grande.

OCE's baseball team posted its greatest record in several seasons during the past spring. Probably the outstanding contest was the 9-6 win over Portland University since the Pilots had beaten the Oregon Ducks earlier in the season.

Wade Bothwell, OCE's ace sprinter in 1948 and 1949, was selected the most valuable man on the track squad for the second straight year. This honor is remarkable because Bothwell suffered a fractured vertebrae in an auto accident which occurred in December of 1946!

DE LAKE TRIP MADE

DeLake was the scene of an afternoon trip taken Friday, July 15, by Mr Lawrence and a group of 37 training school students. The young people spent an afternoon on the beach wading and playing softball.

A picnic lunch was taken and a wiener roast climaxed the evening.

This week-end the group plans to take an overnight trip to Big Elk state park. The group is returning to Big Elk park by popular request of the students. Mr Jones, guard attendant at the park, sent the children a letter complimenting them on their care of the park when they were there before.

PLACEMENT OFFICE

Placement office is cleaning house "to get our names in the paper." (A Lamron reporter obliged.) Those cleaning house are Mrs. Barbara Hamilton and Mrs. Minnie Andrews. Mrs. Andrews is looking forward to her vacation so she can get away from all the cleaning being done in her office, and do some more at home.

GUEST EDITORIALIST



ROY E. LIEUALLEN
OCE Registrar

LETTERS

Editor Summer Session Lamron
Dear Sir:

The writer, a convinced but rather shy Republican, heard this versified comment on Democratic policy presented in a summer session class. It expresses one view, correct or not, of the administration's program.

I'll be glad to see any answering comment from Democrats, shy or otherwise.

"Father, must I go to work?"

"No, my darling son;

We're living on easy street

With funds from Washington.

"We're cared for now by Uncle Sam

So don't get exercised;

We do not need to care a darn,

Because we're subsidized."

"But if he's going to treat us well

And give us milk and honey,

Please tell me, father, where the

h--l

He's going to get the money!"

"Don't worry, child, there is no

hitch

About this glorious plan.

He'll get the money from the rich

To help the common man."

"But father, won't there come a

time

If we take all their cash,

And they are left without a dime,

When things will go to smash?"

"You need a lot of seasoning,

You nosey little brat;

You do too darn much reasoning

To be a Democrat."

—Name Withheld By Request

The following letter has been received by Professor Thompson, veterans' adviser, and is printed below for information of all concerned.

"The following instructions from our higher authority relative to the payment of late registration fees on account of enrolled veterans under Public Laws 16 and 346, 78th Congress, as amended, are for your information and guidance.

"It is considered that late registration fees charged by educational institutions are penalty fees charged in case of late registration. Under Public Law 346, it is incumbent upon a veteran; in enrolling in the course of his choice, to register during the period provided by the institution for that purpose, and in those cases where a veteran enrolls after the regular registration, such fee is not a proper charge under Public Law 346 and will not be paid by the Veterans Administration, but will be a personal responsibility of the individual veteran.

"Consistent with the above, this letter will serve as formal notice that the Veterans Administration will not pay late registration fees on behalf of veterans enrolled under Public Law 346, effective with the beginning of the first term, quarter, or semester, after June 28, 1949.

"Where such fee is customarily charged by the institution to all students who enroll after the regular registration is completed, said fee is payable for Public Law 16 trainees when late registration is authorized by the Veterans Administration and should be included in contracts under Public Law 16."

SUMMER SESSION LAMRON
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Something new has been added—J. M. Rogers of Hillsboro has arrived! I hope you saw and heard him play the piano at the talent show.

That chicken reel with those real live and very "chic" chickens was definitely a high spot on the program.

Jim's name is McVickers, not just Vickers—I am sorry I had it wrong last week.

Girls, girls, don't overlook those Friday evening social dancing sessions. Yea—there actually were more men than women there—once. It may not happen again, but an appeal was made at Todd hall for "girls to dance with." Finally the dance practically turned into a pinochle session.

Our renowned pinochle professor, Christie, rescued about 30 women from Campbell hall auditorium on Wednesday morning. He then herded them over to the training school to see that Standard Oil motion picture.

West House was extra lit up on a recent evening. They had a big party for Mr. C. H. Hughes.

Did Dr. Forbes mean to say old "wolf call" or the "old wolf" call?

Those people prowling around town and writing down street names and house numbers are doing so under orders from Mr. Heintzelman. It is part of a geography class map-making project. I hear they are supposed to note every building—even chicken coops. Bet some of the fellows would like to locate those "reel" chickens.

Should poison oak catch up with part of your anatomy—a man who might help you in a most unusual way—is Dr. Farley. Just arrange a conference at the blacksmith shop on Main street and with the aid of the shop tools, Kent may arrange a cure.

No, that's not king-sized woodpeckers on Campbell hall's roof. Those shingles in the back yard are slowly finding their way on the roof—assisted, that is, by the roofing crew.

The reading clinic certainly presents a much more pleasant—and definitely more workable—aspect with the installation of the new lights.

Todd hall's kitchen staff and Mrs. Jessup are receiving congratulations on the way they handled regular student supper and then cleared the decks (oops, tables, we mean) and served the summer session faculty dinner in short order.

Forbes

(Continued from Page One)

saved is through the education of its children. For this reason the elementary teacher is one of the most important and vital positions all over the world. It is the job of the American elementary teacher to tell the children of America of Europe and her plight of ruined cities, ruined countries and suffering people—the terrible aftermath of war.

Miss Henkle Analyses Top Problem--Reading

One key to the problems raised in the Morrison articles, all factions seem to agree, is the lack of ability to read with comprehension. Because of this agreement on one facet of the question, Summer Session Lamron is reprinting the analysis of this problem presented by the director of the OCE Reading Clinic, Professor Emma Henkle, at the grad forum.

Let's look at the so-called average eighth grader (actually there isn't such a person) who in a very few years will be the average college freshman. Perhaps if we become acquainted with his reading likes and dislikes, his habits and his practices, we may find a better answer to the question.

As I saw this youngster, he is a very capable, energetic person who brings to each new situation a wide background of experience. He loves the outdoors, he observes as well as participates in active sports, he thoroughly enjoys his favorite radio program, he attends the cinema and at the same time he pores for hours over the photo magazine. Perhaps, and I'm inclined to believe it is true, he is not the avid reader of the printed page that the eighth grader of yesterday who became our average college student was or at least was purported to be. However, when asked to state opinions, our average eighth grader discourses with ease over long periods of time, upon subjects which would have "downed" the college freshman of yester year.

The Printed Page

Probably, he has not found it necessary to read the printed page. Perhaps, he finds satisfactory answers to his questions through first hand experience or the radio, or the cinema; while the child of similar

age two decades ago was forced to turn to the printed pages to fill his leisure hours or to find answers to his question.

Is the eighth grader reading? He undoubtedly is. Reading is not just recognition of symbols; it is not a series of graded lessons to be learned at stated times per day. Reading is not a subject. Reading has no content of its own, as does science or social studies. Reading is a developmental process. Basic reading abilities are developed through extensive and intensive reading in purposeful situations. Reading is not a skill. True there are reading techniques "which help oil the machinery." Reading to be functional must transcend the limits of any basal series. It must be built upon needs and interests of a child.

Question For All

The question for all teachers, for all teachers are teachers of the language arts, is not whether the college freshman reads as well as the freshman of two decades ago, but whether the plans, problems and the like which the children have necessitate the use of the printed page.

Do his interests carry him beyond those of his immediate environment? Has he learned through actual experiences that the printed page extends his experiences and gives him pleasures and information which he can gain in no other way? Do we as teachers know this developmental growth patterns? Do we know the skills of reading and when the attainment of each skill will prove helpful to him?

Are we handicapped by lack of attractive, well-written, carefully selected books? Do we use many well-organized, scientifically constructed, and carefully graded textbooks and other instructional materials to meet his individual needs? Have we explained to our public our aims and objective so we are free to use our best thinking or are we tied through lack of understanding to the methods of teaching which are no longer applicable to the age in which we live?

Perhaps our best results will come when teachers and parents together reappraise our language arts program. Then the questions raised by Miss Morrison will be answered to the satisfaction of all.

Interviews Show Forum Reaction

LOWELL KAUP who is principal of the Fremont school at Klamath Falls was very interested in both Miss Morrison's articles and in the forum discussion. He especially admired Dr. Ragan's statement that he would not force his own son into any special channel. He agreed that our adolescents have been over-envious of the professional man's position in the community.

Mr. Kaup agreed, also, that compulsory education has been bound to lower standards in schools, partly because it overloads classes. He feels we should have more counseling in our grade schools so that we might help the youngsters become directed early. By the eighth grade it is usually possible to tell the amount of a child's high school success.

He said: "I feel that our statewide achievement tests are very valuable—I also feel that individual aptitude tests should be given early."

GEORGE TIMMONS who will be principal at Sunrise school in Albany next year is well qualified to comment on these articles because of his past experience as a high school mathematics teacher. Mr. Timmons is an enthusiastic advocate of a split curriculum in high schools. He says all high schools should be divided into sections—those students for whom high school is to be their final formal schooling—and those who plan to go on to college. Both groups should have the benefits of an adequate testing and guidance program under the supervision of trained guidance personnel.

Mr. Timmons is now at work on his master's thesis at Oregon State college. His thesis is entitled "An Integrated Program in Mathematics (Continued on Page Four)"

Panel Pointers Culled at Forum

Some of the main points made by members of the panel at the grad forum on "Why College Freshmen Flunk" are outlined in this article.

DR. BARON ON GUIDANCE: "To give up the ideal of education for life and regress to education for college is unthinkable... Education is essentially individual... Many low-ability high school students now graduate thinking they are 'failures.' They need education of continuing value in adding them to live a rich life at their own levels of ability... The answer to many freshman problems lies in counselling which aids students to set goals they can achieve. This must go hand in hand with a range of curricular offerings and an individual emphasis on high school courses to serve the needs of high- and low-ability students."

DR. FARLEY ON TEACHER ED: "Criticism of 'too many education courses' leads to a review of OCE's four-year curriculum. One hundred and ninety-two hours are required for graduation. At least 105 of these hours are in subject-matter courses, 51 are in professional courses, seven in physical ed. and orientation, 29 in electives (with at least nine as subject-matter minor) and of the remaining 20 at least 15 are in subject-matter."

"A student at OCE completes 129 hours of subject-matter work to 56 hours of professional courses. Less than 30 per cent of training is thus devoted to 'education' courses."

"A recent NEA group study states 'From three-eighths to one-half of a teacher's college program should be devoted to general education.' (Continued on Page Four)"

Dr. Ragan Summarizes Discussion at Grad Forum

Dr. William B. Ragan, visiting professor of graduate studies, summed up conclusions reached at the panel discussion on "Why Do College Freshmen Flunk?" in these words:

"1. The publication of this series in the Oregonian adds more evidence to support a conviction that the public in general and the press in particular are more interested than ever before in what is going on in the public schools."

"This is a healthy sign. It shows that there is a growing realization on the part of the lay public that our system of free, universal, public education is our chief resource for maintaining our position as the wealthiest nation in the world and also the nation in which there is the most freedom for the individual."

Panel Agrees

"2. The members of the panel were pretty well agreed that we need to do a better job in the public schools of (a) teaching reading, (b) teaching mathematics and science, (c) teaching pupils how to study, (d) furnishing guidance and counseling, (e) improving methods evaluation of and testing and, (f) developing a sense of individual responsibility on the part of pupils."

"3. The discussion was centered around the problem of determining the real purpose of public education in our society. Shall the public schools serve as selecting and testing agencies to find those who have the ability to go on through college and enter the professions? Or, do the public schools also have the responsibility of preparing ALL AMERICAN CHILDREN AND YOUTH for more effective living in our democratic society? The answer seems to be that our schools must do both."

Perhaps we need, as suggested by an excellent editorial in the Oregonian, a different type of college,

a junior college—to take care of those who do not have the ability or resources to enter the professions. This would permit a general tightening up of high school programs for those aiming at colleges and universities as they now exist.

"4. All of this, will, of course, cost money. But the additional costs will be justified by strengthening our whole social structure at a period when we are in a life-and-death struggle for survival. President Conant of Harvard has said, 'The chances of a non-revolutionary development of our nation in the next 50 years will be determined by our educational system.'"

BIG BEESNESS AT OCE

Last Saturday morning the crew shingling our Campbell hall really got into a sweet mess. They were as busy as could be with bees. Beside protecting their own persons they had to be sure that non-professionals took a wide detour. It seems the bees had grown very fond of dear old C.H. and really got put out—about being put out.

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Miss Henkle speaks on reading as other members of panel at grad forum listen. Visible in background is James Morris, KOAC program director, recording discussion for re-broadcast over the state-owned station as part of a series based on grad forums sponsored by members of Dr. William B. Ragan's summer session courses.

Resource Institute Continues at OSC

OSC's Institute on Northwest Resources got off to a booming start last week, with student and faculty representatives from OCE attending various sessions during the first week.

The institute runs all this week, ending July 29. This evening (Monday) George Sundborg, executive assistant to the governor of Alaska, will lecture on "Strategic Alaska" at the Benton hotel. The dinner session will start at 6:30.

Tuesday at 9 a.m. the development of the Willamette river will be the topic for a discussion by Col. O. E. Walsh, Division Engineer, U. S. Army Engineers.

Other sessions throughout the week offer unusual opportunities for interesting background on resources of the great northwest. Consult last week's Lamron for special information.

Messrs. Postl, Apsler, Heintzelman, and Ruark attended last Monday's dinner session to hear Dr. Reginald Shaw of Central Washington college lecture on "The Columbia River."

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Reactions

(Continued from Page Three)

between the Junior and Senior High Schools in Albany."

He tells of a group of his high school boys who are now getting extra drilling from him because they need it badly before they enter college.

Low Funds Answer?

HOWARD D. ANDERSON "Without question the problem of freshmen failure can be traced to various reasons, several of which were brought out and discussed at the panel session. The most salient fact and probably the basis for much of this problem, is the lack of money. Wherever education casts its glance whether it be the matter of cramped quarters, unprepared teachers, the lack of counseling and guidance, or lowered standards, it finally simmers down to the outstanding fact; that until the American public is willing to spend for education as much as they are spending for tobacco, liquor, or cosmetics, there will be no immediate relief in educational fields.

"Dr. Baron pointed out the serious need for counseling and guidance, particularly in secondary education. Tax dollars spent for an expert student counselor would undoubtedly save many high school graduates from future failures. As parents, we are sometimes loathe to permit our children to be advised. The subject of guidance is but one factor in our educational system and is in the same category as the rest; the reason for this being the scarcity of funds."

HERMAN H. JOHNSON, president of OCE chapter of FTA: "It is my opinion that one solution to the problem lies in the field of counseling and guidance in high school where the student begins to undergo the 'channeling' which is supposedly leading him toward his goal, whatever it may be. Considerable emphasis has been on specific information relative to a job with little consideration given to a person's emotional stability. Consequently, in his first experience at the college level, his goals are still in mind but he is often at a loss as to just how to arrive at them when he is on his own. Here he encounters innumerable distractions in the way of social functions, a new approach to subject matter, and a reliance upon individual initiative, all of which hinge upon his emotional stability.

IF YOU TEAR YOUR SHOE
BRING IT IN TO
ATWATER
SHOE SHOP

Talent Show Draws Applause

An excellent summer talent show was held Tuesday night, July 19, in the auditorium of Campbell hall.

High spot of hilarity for the evening was "Registration Blues," written by Marv Turner, acted by Marv Turner and Bob MacDonald, with a piano accompaniment by George Forgard. This skit was a take-off on some of the faculty characters, and was greatly appreciated by the student audience.

Miss Gillanders' modern dance group presented a humorous dance in hill-billy costume, "Chicken Reed." The reeling chickens were, Irene Hake, Georgia Thomas, Barbara Brose, Gayle Jacobs, Lucille Kestek, Barbara Gates, Jerry Leabo, and Thelma Serbousek. Miss Gillanders also did a sprightly Mexican folk dance. Lucille Shoppe was at the piano for these numbers.

Some fine musical numbers were given: Willis Keithley with his musical saw played "The Viennese Refrain"; Ruby Kirchefer sang two western ballads with her guitar as an accompaniment; George Redden sang "The Rogue Song" with Denise Murray at the piano; Delorah Mallatt sang "Dark Town Strutters' Ball" and "Danny Boy"; and Ila Schunk sang the "Seguedille" from Carmen and the Strauss waltz, "I'm in Love with Vienna."

The program was concluded with two piano solos by J. M. Rogers.

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Other Factors

Specific information in a counseling program undoubtedly has its place but there are factors which should receive attention beforehand. General information about a vocation should receive more attention; what the long-range outlook is, probability of success or failure, successful chance of changing a goal before too much time and training has gone into the thing.

The stress of our modern civilization in nearly all of our trades and professions draws heavily upon a person's ability to emotionally withstand the onslaught of demands. Aptitude alone cannot be considered as sufficient evidence of success.

Pointers

(Continued from Page Three)

"General education courses receive 50 per cent or more of teaching time in OCE's curriculum. . . ."

PROFESSOR THOMPSON ON MATH

"Implications for elementary teachers on math are practically non-existent. . . . There are a few implications for high school, but the matter is perhaps apt to receive too much, rather than not enough, consideration. Of course, students obviously headed for professional training in college must be proficient in math and science. Teachers should pass on the word to these students and aid them. . . . But even if the high school supplied colleges with much larger numbers of qualified candidates for professional training, the colleges and state boards would find ways of eliminating them."

DR. VICTOR PHELPS ON GRADES

"Present grading systems tend to encourage students to compete wastefully and inefficiently. . . . The grading systems themselves are wasteful and inefficient. . . . But the highest standard against which any pupil or student can be matched is his own highest possible achievement." (Dr. Phelps outlined four fallacies of grade belief in an editorial for the July 12 issue of the Summer Session Lamron.)

MR. WILLIAM WIEST

"Educators and the great majority of the public seem to fail to realize that this is not a 'white-collar society' but a 'blue-collar' society: a great many more of our citizens work at jobs other than white-collar type to make their living. . . . It is this group which needs the help of the schools before college. . . . for education to adjust them to life. . . . to open to them cultural resources of which they are deprived in the present system."

Entry deadline, July 25, at News Bureau for Photo Sweepstakes!

It is the mind that makes the man.—Ovid.

Capital Reporter Covers Forum

By Marguerite Wittmer Wright
(Staff Writer, The Statesman)

It is inevitable that some high school graduates will fail in college but steps can be taken to lower the mortality rate.

That seemed to be the consensus of eight educators who discussed flunking freshmen Wednesday at Oregon College of Education.

Criticism directed at high schools is not always justified, as the primary job of secondary schools is not to prepare students for higher education, but to prepare them for life. Prof. Matthew R. Thompson said. Over-emphasis on formal disciplines in mathematics is unnecessary because colleges are going to eliminate a portion of the enrollment anyway since "they don't want to train too many people."

There just isn't room for too many professional workers, William Wiest pointed out. He added that glamorizing white collar jobs in the movies and literature and parents' hopes for their children paint a false picture. Counsellors in high schools should encourage young people to enter the line of work for which they are best suited and in which there are opportunities, whether it requires college training or not, Wiest said.

Advisers need to set different goals for different groups; levels of aspiration should be equal to opportunities for achievement, Dr. Dennis Baron said.

Dr. William B. Ragan felt that junior colleges where the cultural resources of the nation would be available to those who cannot attend four-year universities would be a solution to the problem of educating "everyone" even though not everyone can pass university tests. If CCC camps, NYA programs and juvenile delinquency are to be avoided during the coming recession, young people must be kept in school beyond high school to keep them from flooding the labor force, he reasoned.

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